

This meeting is being recorded

School Improvement: District Liaison

Alaska Department of Education & Early Development
Brittnay Bailey, School Recognition and Support Admin
Christy Roe, School Improvement Specialist

January 12, 2023



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Brittnay

OUR MISSION

**An excellent education
for every student
every day.**

OUR VISION

**All students will succeed in their
education and work, shape
worthwhile and satisfying lives
for themselves, exemplify the best
values of society, and be effective
in improving the character and
quality of the world about them.**

Alaska Statute 14.03.015



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Purpose

DEED EXISTS TO PROVIDE INFORMATION, RESOURCES, AND LEADERSHIP TO SUPPORT AN EXCELLENT EDUCATION FOR EVERY STUDENT EVERY DAY.



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Objectives

- School Improvement Empowerment Process
 - Designations
 - Requirements
- **Roles and Responsibilities Overview**
- Site Visits
- Monitoring
- Resources

Questions can be put in the chat, and we will stop periodically throughout to answer questions



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Today we will review the School Improvement Empowerment process, clarify the Roles and responsibilities in this process, and provide an overview and expectations of site visits and monitoring.

Main site

<https://education.alaska.gov/SchoolRecognition>

School Designations

- Do NOT indicate “good” schools or “bad” schools
- Provide the state with data and guidance on how we can focus our support
- Not meant to be punitive and should not be seen as a shameful or stigmatizing

School Improvement is for **every** school,
designated schools just get more directed support
(like the MTSS framework)



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School Designations

Comprehensive Support and Improvement (CSI)

- Lowest 5% of Title I schools
 - 2018
 - 2019
 - 2022
- Graduation Rate less than or equal to 66.67% 4-year cohort

Three-Year Designation Cycles



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2018- 16 schools designated

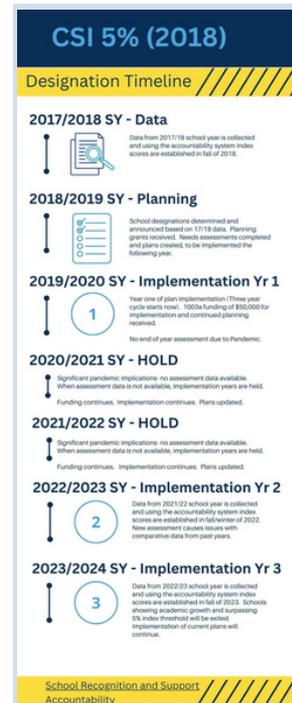
2019- 9 additional schools designated

2022- 9 more CSI schools added this year

Check in SSOS Data

School Designations

Resource in development: School Designation Timelines



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Brief overview of the timeline

Plan is to have this available for each designation year/type.

School Designations

Targeted Support and Improvement (TSI)

- Any one of the nine student groups with an index value within the range of the lowest 5% designated CSI schools
- TSI Performance Threshold (6.21)

One-Year Designation



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After 1 year of implementation a school with a TSI designation status is eligible to exit if the index score for that student group no longer falls at or below the most recently established threshold in the identification period.

School Designations

Additional Targeted Support and Improvement (ATSI) - NEW

- Any of the nine student groups with an index value within the range of the lowest 5% designated CSI schools for **three years in a row**
- TSI Performance Threshold
- Receives the same support level as CSI 5% schools

Three-Year Designation Cycles



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If a school's index score is below the TSI threshold three years in a row for the same student groups they become ATSI.

Follows same cycle as CSI 5% cohort and receives the same level of support

Questions on Designations?



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Roles and Responsibilities

- **District**
- **District Liaison**
- **School**
- **DEED**
- **Empowerment Specialist**

Thorough descriptions available in the
Empowerment Playbook Pg. 151 (Appendix D)

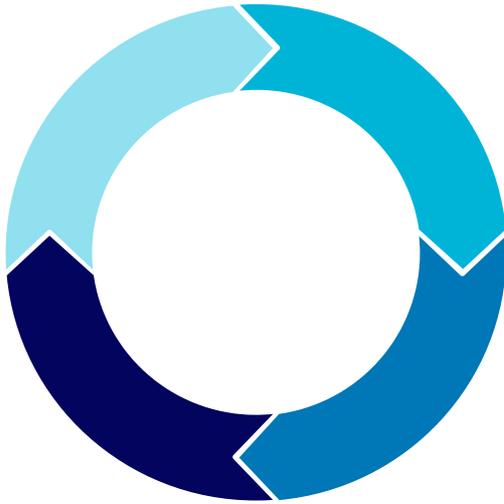


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School's Role and Commitment



Engage in Empowerment Process

- Form a Team
- Thorough Needs Assessment
- Create a Plan
- Implement Plan with Fidelity



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The school has the primary responsibility of improvement to ensure each student receives the highest quality instruction and services, so they are prepared to move on to the next level of learning in pursuit of their interests and aspirations. The school works hand-in-hand with its district in reflecting on its performance, analyzing school and student performance data, and developing solutions for barriers or challenges to improvement. School administrators lead the improvement charge, engaging staff, families, and communities in the education of all students it serves. They are responsible for following the Empowerment for Successful School Improvement Process and completing the Successful School Improvement 3-year Cycle. Specific tasks include:

District's Role and Commitment

Support the school(s) through:



- Providing a District Liaison, with included time to support schools
- School Improvement Plan Review and Approval
- Submit documents and budget to DEED by the end of May



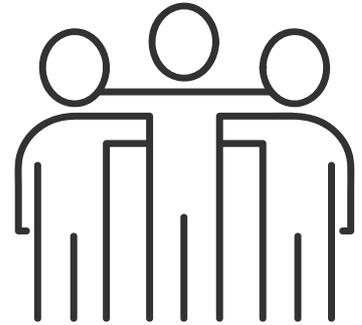
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The District is the primary driver of its own improvement as well as the improvement of its schools. Districts partner with DEED in identifying and providing support to address low-performing schools. Together DEED and each district work side-by-side to build local school capacity for improvement which calls for
Operational effectiveness in carrying out central office functions,
Strong infrastructure for school leadership, instruction, and learning, and
Specific differentiated supports matched to identified school needs.
District responsibilities include:

District Liaison's Role and Commitment

Support the school(s) through:

- Facilitating a relationship between the district and DEED
- Data Collection and Analysis
- Participating in meetings as necessary and reporting progress to district

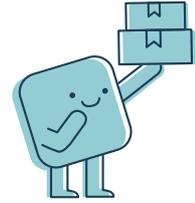


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The District identifies a district liaison to work with assigned DEED staff to provide guidance to schools in developing their Successful School Improvement Plan and implementing the Successful School Improvement 3-yr cycle. District Liaison responsibilities include:

District Liaison's Role and Commitment

What does this look like in practice?



- Support
 - Assist with data collection & review
 - Integrating district-led initiatives with school improvement plans
- Boundaries
 - Helping to facilitate relationships between school and community as needed
- Expectations
 - Keeping schools accountable for completing a needs assessment, creating a plan and budget, and, implementing with fidelity



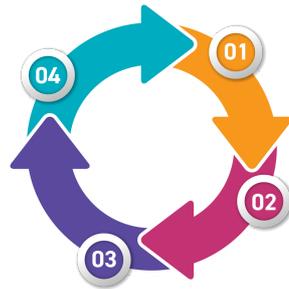
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- Do they have to attend every meeting?
- Are they in charge of creating the Empowerment plan?
- Do they work with ALL designated schools, or just CSI 5% schools?
- Can there be more than 1 district liaison?
- How involved should they be in the planning?

DEED's Role and Commitment

Policy and Process

- Empowerment Plan
- Platform Development
- ESEA Monitoring
- Plan and Budget Review



Funding and Support

- 1003a Grants
- Empowerment Specialists
- Workshops
- EB Resources
- Empowerment Playbook

Technical Assistance



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Provide a DEED-funded Empowerment Specialist dedicated solely to supporting the school in the Project for Successful School Improvement

Provide all required Project for Successful School Improvement trainings and materials

Provide Project for Successful School Improvement virtual and onsite support for school improvement plan development and implementation

Provide additional supports from DEED's project partner, Region 16 Comprehensive Center, and its school improvement expertise

Provide annual reports on project implementation and success markers

Empowerment Specialists' Role and Commitment

State provided resource that:

- Guides the school through the Empowerment Process
- Assists in:
 - developing a team
 - school and community meetings
 - data analysis
 - plan implementation



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The Empowerment Specialists play a critical role in the support and success of CSI %5 schools. The primary function of the Empowerment Specialist is to provide personalized guidance to build the capacities of the district and school leaders as well as teachers, staff, and the larger community, because when the adult practices of those closest to students are strengthened, so are student outcomes. Their responsibilities include

Questions on Roles and Responsibilities?



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Site Visits - School Improvement



- Relationship Building
- Gaining Perspective
- Culture and Community



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Periodically DEED staff will conduct site visits. These visits are an opportunity for us to better get to know the schools and communities we serve.

It provides us a chance to meet students, staff, community members, and see the culture of the school.

School Improvement & ESEA Monitoring



- Virtual or In-Person
- Documents/evidence required:
 - Community/stakeholder involvement
 - Meeting agendas/sign-in sheets
 - Updated plan and budget
 - Update on the Implementation Process



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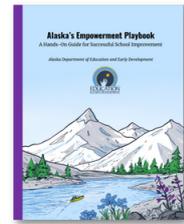
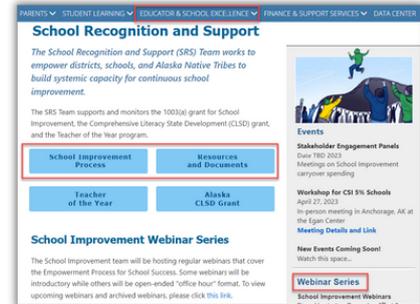
Brittnay and I are both very new to Monitoring, we'll do a small overview, but if there's anything you want to know that we don't cover, please ask questions and we can find you answers.

School improvement pertains to indicators 37 (CSI schools) 38 (TSI schools) on the ESEA Monitoring form.

DL will most likely be requested to attend monitoring meetings pertaining to school improvement.

Resources

- [DEED Webpage](#)
- [Alaska's Empowerment Playbook](#)
- [Documents and Forms](#)
- [ESEA Newsletter](#)

A screenshot of the 'Your Big Challenge' form. It includes sections for 'Your Big Challenge', 'Your Big Opportunity', 'Your Big Risk', and 'Your Big Threat'. Each section has a 'Click to open form to enter text.' link.

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DEED Webpage: <https://education.alaska.gov/SchoolRecognition>

Empowerment Playbooks were mailed to districts. You can request playbooks from us.
Digital Playbook:
https://drive.google.com/drive/folders/15jX5YA8tvTU8TSdm6tsjRGij_GamML93

Documents and Forms- working on updating forms, but you can see the content in the Resources and Documents page:
<https://education.alaska.gov/SchoolRecognition/Resources>

ESEA Newsletter- sent out every Wednesday and includes a School Improvement Section

School Improvement Newsletter Signup

Alaska Department of Education & Early Development offers updates on the topics below. Subscribe by checking the boxes; unsubscribe by unchecking the boxes. Access your [subscriber preferences](#) to update your subscriptions or modify your password or email address without adding subscriptions.

Subscription Topics

- DEED (Department of Education and Early Development)
 - DEED Information Exchange ⓘ
 - DEED Press Releases
 - ESEA Weekly Newsletter
 - School Improvement Newsletter
 - Career & Technical Education ⓘ
 - Alaska Native Education ⓘ
 - Teacher Retention and Recruitment ⓘ



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monthly information about school improvement, upcoming events, and timelines.

https://public.govdelivery.com/accounts/AKDEED/subscriber/new?qsp=AKDEED_2

Questions



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Upcoming Events

Mid-Year Check-in (for 2018/2019 CSI 5%)

- Virtual
- Jan 31 @ 9 am OR Feb 2 @ 3 pm
- Principals, District Liaisons



ESEA Workshop

- In-person (Anchorage)
- April 18-19

Spring Convening (pre-conference to SOR Symposium)

- In-person (Anchorage)
- April 27-28



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Jan 31 9:00 – 10:30:

<https://us02web.zoom.us/join/joinMeeting/tZ0vcuqsqTooHNfzFSmjW-yc3T9JRCpYEEyCc>

Feb 2 3:00 – 4:30:

<https://us02web.zoom.us/join/joinMeeting/tZlkceqsrT4oGtHDmOByPveZMOx5JmALuDbN>

Spring Convening

https://docs.google.com/forms/d/155GPwtnoAu0NQ4W-JUo_y7vFkUDD14W2iUuedxsJbGs/edit#responses

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InDEED: Connect With Us

- education.alaska.gov
- Teacher Certification: (907) 465-2831
- Main Line: (907) 465-2800
- @AlaskaDEED on Twitter, Facebook, Instagram, Flickr, and Vimeo



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The following are Reserve Slides for use in responding to technical questions:



Student Groups

- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged



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TSI subgroups include: African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Economically Disadvantaged

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Overall School Index Value

- Requires at least two indicators.
- One of the two indicators must be one of the following:
 - Academic achievement in ELA or Mathematics,
 - Four-year or five-year graduation rate, or
 - English Learner progress

See page 31 of Alaska's ESSA Plan



Academic Achievement

- Percentage of students with scores proficient or advanced on AK STAR and DLM
 - English language arts
 - Mathematics
- All Students Group
- Participation rate will determine the denominator
- The 80/20 rule will apply to this indicator as well

See page 21 of Alaska's ESSA Plan



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Academic Growth

Requirements

- Not included in this year's accountability system
- Valid test scores on AK STAR on current and previous year
- Progressed on grade from previous year
- Enrolled in the school for a full academic year

See page 23 of Alaska's ESSA Plan



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English Learner Progress

- Applicable to grades 1-12
- Full Academic Year (FAY) students only
- Percentage of FAY students who meet their growth target on ACCESS for ELLs
- Initial growth target depends on the level of proficiency at identification

See page 26 of Alaska's ESSA Plan



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Chronic Absenteeism

- Points are based on the percentage of students who are NOT chronically absent
 - K-12 students enrolled in at least half of the school year
- Correspondence schools located in facilities where students are incarcerated do not have chronic absenteeism
- The 80/20 rule does not apply to chronic absenteeism

See page 28 of Alaska's ESSA Plan



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Grade 3 ELA Proficiency

- Applies to grade 3 only
- Full Academic Year (FAY) students only
- Percentage of Grade 3 students proficient on the English language arts portion of AK STAR and DLM
- Denominator must include at least 95 percent of FAY students

See page 29 of Alaska's ESSA Plan



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Graduation Rate- Four Year

Value Calculation

- Ratio of graduates in the four-year cohort group multiplied by 100

This indicator looks at the number of students who graduated from high school **within four years** of enrolling as ninth graders.

See page 25 of Alaska's ESSA Plan



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Graduation Rate- Five Year

- Value Calculation
- Ratio of graduates in the five-year cohort group multiplied by 100
- This indicator looks at the number of students who graduated from high school within five years of enrolling as ninth graders.

See page 25 of Alaska's ESSA Plan



CSI Designation

- Lowest 5% of Title I Schools – index value
- Graduation Rate equal to or below 66.67%



TSI Designation

- Any one of the nine possible student groups in a school score within a range of the lowest 5% of designated CSI Schools.



ATSI Designation

- Any one of the nine possible student groups in a school score within a range of the lowest 5% of designated CSI Schools for three years in a row.



Data Suppression Rules

See page 12 of
Alaska's ESSA Plan

- Minimum n-Size
- Ten (10) students are necessary for an indicator to be included in the school's accountability score and designation.

80/20 Rule

- Established to protect student privacy in Alaska's smaller schools.

Value Calculated	Indicator Value
0-20	0
20.01-79.99	Same as value calculated



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Indicators



Academic
Achievement



Academic
Growth



School
Quality/Success

- Grade 3 ELA
- Chronic
Absenteeism



English Learner
Progress



Graduation
Rates

- 4- and 5- year
cohorts



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Because of the new summative assessment, AKSTAR, we don't have two years of data to compare for growth, so it is not included in this year's calculations. This leaves us with five indicators for the current system.

Academic achievement is the percentage of students that were proficient or advanced in ELA and Math

English Learner progress is the percentage of students that met their individual growth goals on ACCESS for ELLs

For School quality and student success we have two indicators

Grade 3 ELA is the percentage of students that were proficient on ELA

Chronic absenteeism is the percentage students that did not miss 10% or more of total student days

If someone asks about grade 3 ela being in the success indicator:

It's one of the strategic priorities of Alaska's education challenge

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School Designation Report



System for School Success

2021-2022 School Report



Sample School, Sample School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 29.04

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass
A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

Academic Achievement		
	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	50%	50%

Academic Growth	
	Not Part of 2021-22 Accountability Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information on changes to this year's Accountability system please see: https://education.alaska.gov/alaska/stateplan/21-22-Addendum-Templates%20Final%20Accessible.pdf

School Quality/Success		
	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	50%	50%

English Learner Progress	
	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	50%

Graduation Rates	
	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	50%
Five-Year	50%

Student Group Performance	
	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

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Here is a sample school designation report that we sent last week
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District Liaison Webinar 1.12.23.pptx

Page 42 of 43

The Compass

Alaska Department of Education & Early Development

DEED Home

Welcome to The Compass
A Guide to Alaska's Public Schools

Choose a school to profile:

Type a school name

Compare Two Schools

Parents are critical partners in their child's education. This guide was designed to provide parents with important information about their child's school so they can make the best decisions for their child's educational experience.

Data Center Introductory Video

From: [Alaska DEED](#)

InDEED:
A Guide to Alaska's Public Schools

Our New Data Center

Video Transcript



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